



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 6

Test Date: March 2008
Code: 12301614
SAU: MSAD 36
School: Livermore Falls Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9

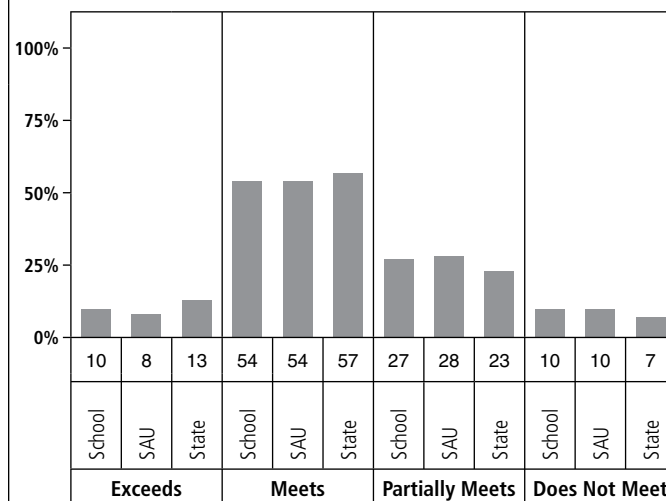
SUMMARY OF SCORES

Test Date: March 2008
Grade: 6
SAU: MSAD 36
School: Livermore Falls Middle School

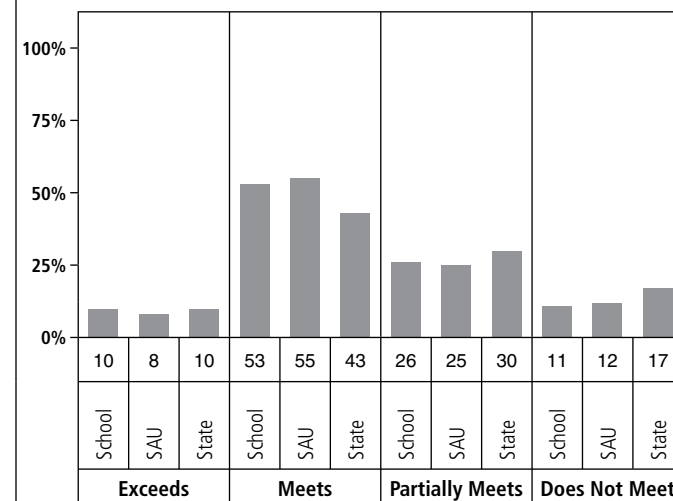
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	637	637	644
2006–2007	643	642	646
2007–2008	646	646	648
Cum. Avg. *	642	641	646
Mathematics			
2005–2006	632	632	641
2006–2007	640	640	643
2007–2008	645	645	642
Cum. Avg. *	639	639	642

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 6
 SAU: MSAD 36
 School: Livermore Falls Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	64	100	62	100	14365	100	64	100	62	100	14266	99	63	98	61	98	14268	99												
Ethnicity African American/Black	0	0	0	0	418	3	0	0	0	0	407	97	0	0	0	0	413	99												
American Indian or Native Alaskan	0	0	0	0	111	1	0	0	0	0	110	99	0	0	0	0	110	99												
Asian or Pacific Islander	0	0	0	0	249	2	0	0	0	0	249	100	0	0	0	0	248	100												
Hispanic	1	2	1	2	149	1	1	100	1	100	147	99	1	100	1	100	147	99												
Caucasian/White	63	98	61	98	13438	94	63	100	61	100	13353	100	62	98	60	98	13350	100												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	13	20	13	21	2518	18	13	100	13	100	2479	99	12	92	12	92	2479	99												
Current LEP	0	0	0	0	349	2	0	0	0	0	339	97	0	0	0	0	344	99												
Economically disadvantaged	41	64	41	66	5335	37	41	100	41	100	5277	99	40	98	40	98	5279	99												
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	41	64	39	63	11613	81	40	63	38	61	11626	81						
Identified disability (PET/IEP)	2	5	2	5	373	3	1	3	1	3	373	3						
LEP	0	0	0	0	187	2	0	0	0	0	187	2						
504 plan	0	0	0	0	149	1	0	0	0	0	150	1						
Participation with accommodations	22	34	22	35	2451	17	22	34	22	35	2446	17						
Identified disability (PET/IEP)	10	45	10	45	1909	78	10	45	10	45	1910	78						
LEP	0	0	0	0	142	6	0	0	0	0	152	6						
504 plan	0	0	0	0	85	3	0	0	0	0	84	3						
Other	12	55	12	55	350	14	12	55	12	55	335	14						
Participation through alternate assessment (PAAP)	1	2	1	2	197	1	1	2	1	2	196	1						
Identified disability (PET/IEP)	1	100	1	100	197	100	1	100	1	100	196	100						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0												
Approved non-participation – special consideration	0	0	0	0	24	0	0	0	0	0	24	0						
Non-participation – other	0	0	0	0	75	1	1	2	1	2	73	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 6
SAU: MSAD 36
School: Livermore Falls Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 661–680)	2005-2006	1	1	1	1	1176	8
	2006-2007	3	3	3	4	1132	8
	2007-2008	6	10	5	8	1817	13
	Cum. Total*	10	4	9	4	4125	10
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 641–660)	2005-2006	24	32	24	32	7612	51
	2006-2007	44	51	42	49	8127	57
	2007-2008	34	54	33	54	8072	57
	Cum. Total*	102	45	99	45	23811	55
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 629–640)	2005-2006	29	39	29	39	4080	27
	2006-2007	22	25	22	26	3549	25
	2007-2008	17	27	17	28	3194	23
	Cum. Total*	68	30	68	31	10823	25
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 600–628)	2005-2006	21	28	21	28	2005	13
	2006-2007	18	21	18	21	1478	10
	2007-2008	6	10	6	10	981	7
	Cum. Total*	45	20	45	20	4464	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	31.2	55.7	31.0	55.4	32.7	58.4
Literary Text	28	50	15.4	55.0	15.2	54.3	16.3	58.2
Informational Text	28	50	15.9	56.8	15.7	56.1	16.5	58.9

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 6
 SAU: MSAD 36
 School: Livermore Falls Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	63	6	10	34	54	17	27	6	10	646	61	8	54	28	10	646	14064	13	57	23	7	648
Ethnicity																						
African American/Black	0										0						399	7	47	28	17	642
American Indian or Native Alaskan	0										0						108	4	54	32	10	643
Asian or Pacific Islander	0										0						247	16	60	20	4	650
Hispanic	1										1						145	8	45	34	14	643
Caucasian/White	62	6	10	34	55	16	26	6	10	646	60	8	55	27	10	646	13165	13	58	22	7	648
Not Reported	0										0						0					
Identified disability																						
Yes	12	0	0	4	33	4	33	4	33	636	12	0	33	33	33	636	2282	2	29	42	27	636
No	51	6	12	30	59	13	25	2	4	648	49	10	59	27	4	648	11782	15	63	19	3	650
Current LEP																						
Yes	0										0						329	4	44	30	22	640
No	63	6	10	34	54	17	27	6	10	646	61	8	54	28	10	646	13735	13	58	23	7	648
Economically disadvantaged																						
Yes	40	1	3	21	53	12	30	6	15	643	40	3	53	30	15	643	5153	6	51	31	12	643
No	23	5	22	13	57	5	22	0	0	651	21	19	57	24	0	651	8911	17	61	18	4	650
Migrant																						
Yes	0										0						7	14	57	14	14	648
No	63	6	10	34	54	17	27	6	10	646	61	8	54	28	10	646	14057	13	57	23	7	648
Gender																						
Female	28	3	11	16	57	8	29	1	4	648	27	11	56	30	4	648	6967	16	59	20	5	650
Male	35	3	9	18	51	9	26	5	14	644	34	6	53	26	15	644	7097	9	56	26	9	646
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1186	6	41	42	11	642
No	63	6	10	34	54	17	27	6	10	646	61	8	54	28	10	646	12878	14	59	21	7	648
Gifted/talented program																						
Yes	0										0						557	50	48	2	0	661
No	63	6	10	34	54	17	27	6	10	646	61	8	54	28	10	646	13507	11	58	24	7	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 6
SAU: MSAD 36
School: Livermore Falls Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	8	0	0	3	60	2	40	0	0	644	8	0	60	40	0	644	6	7	43	30	20	641
B. less than one hour	66	5	12	24	59	10	24	2	5	647	67	10	60	25	5	647	56	13	58	23	6	648
C. one to two hours	23	1	7	6	43	5	36	2	14	645	22	8	38	38	15	644	34	15	60	20	5	649
D. more than two hours	3	0	0	1	50	0	0	1	50	636	3	0	50	0	50	636	3	9	46	29	16	643
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	50	5	16	17	55	9	29	0	0	650	50	17	53	30	0	650	40	17	60	19	5	650
B. They match some of what I have learned.	35	1	5	13	59	5	23	3	14	644	35	0	62	24	14	643	48	12	59	23	6	648
C. They match just a little of what I have learned.	11	0	0	3	43	3	43	1	14	640	12	0	43	43	14	640	9	7	45	34	15	643
D. There is no match.	3	0	0	1	50	0	0	1	50	636	3	0	50	0	50	636	3	3	31	37	29	637
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	19	3	25	8	67	1	8	0	0	654	20	25	67	8	0	654	28	26	58	11	4	653
B. good	55	3	9	19	56	9	26	3	9	646	53	6	56	28	9	645	54	9	61	24	6	647
C. fair	23	0	0	6	43	7	50	1	7	641	23	0	43	50	7	641	16	3	48	37	13	642
D. poor	3	0	0	1	50	0	0	1	50	636	3	0	50	0	50	636	2	1	37	39	23	637
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	20	1	8	5	42	3	25	3	25	643	20	8	42	25	25	643	15	10	48	27	15	644
B. about the same as my regular schoolwork	64	4	10	21	54	12	31	2	5	646	63	8	54	32	5	646	66	13	59	22	5	649
C. easier than my regular schoolwork	16	1	10	7	70	2	20	0	0	649	17	10	70	20	0	649	18	15	58	20	7	649
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	10	0	0	1	17	3	50	2	33	635	10	0	17	50	33	635	9	2	37	37	23	638
B. Most of the passages were about the same as what I normally read.	66	3	8	22	56	11	28	3	8	646	66	5	58	29	8	646	54	9	59	26	6	647
C. Most of the passages were easier than what I normally read.	24	3	21	8	57	3	21	0	0	650	24	21	57	21	0	650	36	21	60	15	4	652
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	63	2	5	21	54	12	31	4	10	644	62	3	54	32	11	644	46	13	56	24	7	648
B. I tried about the same as I do on my regular schoolwork.	34	4	19	11	52	5	24	1	5	650	35	19	52	24	5	650	50	14	60	21	6	649
C. I did not try as hard on this test as I do on my regular schoolwork.	3	0	0	2	100	0	0	0	0	648	3	0	100	0	0	648	3	5	46	30	20	641
How much time do you spend reading at home each day?																						
A. more than one hour	23	4	29	8	57	2	14	0	0	653	22	31	54	15	0	653	19	19	58	17	6	651
B. 20 minutes to an hour	35	2	9	10	45	7	32	3	14	644	35	5	48	33	14	643	51	15	60	20	5	649
C. less than 20 minutes	16	0	0	4	40	6	60	0	0	642	17	0	40	60	0	642	12	9	56	26	9	646
D. I rarely read at home.	26	0	0	12	75	2	13	2	13	646	27	0	75	13	13	646	18	4	50	34	13	643
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 6
SAU: MSAD 36
School: Livermore Falls Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 661–680)	2005-2006	5	7	5	7	1463	10
	2006-2007	12	14	12	14	2092	15
	2007-2008	6	10	5	8	1474	10
	Cum. Total*	23	10	22	10	5029	12
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 641–660)	2005-2006	13	17	13	17	5914	40
	2006-2007	35	40	33	38	5731	40
	2007-2008	33	53	33	55	6008	43
	Cum. Total*	81	36	79	36	17653	41
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 627–640)	2005-2006	31	41	31	41	4494	30
	2006-2007	20	23	20	23	4175	29
	2007-2008	16	26	15	25	4244	30
	Cum. Total*	67	30	66	30	12913	30
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 600–626)	2005-2006	26	35	26	35	3014	20
	2006-2007	21	24	21	24	2308	16
	2007-2008	7	11	7	12	2346	17
	Cum. Total*	54	24	54	24	7668	18

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	19	34	9.7	51.1	9.7	51.1	9.6	50.5
Cluster 2: Shape and Size	15	27	9.1	60.7	9.1	60.7	8.1	54.0
Cluster 3: Mathematical Decision Making	7	13	4.9	70.0	4.9	70.0	4.2	60.0
Cluster 4: Patterns	15	27	7.9	52.7	7.9	52.7	7.5	50.0

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 6
 SAU: MSAD 36
 School: Livermore Falls Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	62	6	10	33	53	16	26	7	11	645	60	8	55	25	12	645	14072	10	43	30	17	642
Ethnicity																						
African American/Black	0										0						409	4	26	35	35	632
American Indian or Native Alaskan	0										0						108	6	26	39	29	635
Asian or Pacific Islander	0										0						247	13	50	25	13	646
Hispanic	1										1						145	9	32	34	25	638
Caucasian/White	61	6	10	32	52	16	26	7	11	645	59	8	54	25	12	645	13163	11	43	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	11	0	0	4	36	4	36	3	27	634	11	0	36	36	27	634	2283	2	18	31	49	627
No	51	6	12	29	57	12	24	4	8	648	49	10	59	22	8	648	11789	12	48	30	10	645
Current LEP																						
Yes	0										0						339	5	22	32	41	631
No	62	6	10	33	53	16	26	7	11	645	60	8	55	25	12	645	13733	11	43	30	16	643
Economically disadvantaged																						
Yes	39	3	8	16	41	13	33	7	18	641	39	8	41	33	18	641	5160	4	34	36	26	636
No	23	3	13	17	74	3	13	0	0	652	21	10	81	10	0	653	8912	14	48	27	11	646
Migrant																						
Yes	0										0						7	0	57	43	0	641
No	62	6	10	33	53	16	26	7	11	645	60	8	55	25	12	645	14065	10	43	30	17	642
Gender																						
Female	28	0	0	14	50	13	46	1	4	643	27	0	52	44	4	643	6974	10	43	31	16	642
Male	34	6	18	19	56	3	9	6	18	648	33	15	58	9	18	647	7098	11	42	30	17	642
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1192	4	23	43	30	634
No	62	6	10	33	53	16	26	7	11	645	60	8	55	25	12	645	12880	11	44	29	15	643
Gifted/talented program																						
Yes	0										0						557	53	42	4	0	663
No	62	6	10	33	53	16	26	7	11	645	60	8	55	25	12	645	13515	9	43	31	17	641

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 6
SAU: MSAD 36
School: Livermore Falls Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	8	0	0	2	40	2	40	1	20	638	8	0	40	40	20	638	6	6	33	31	31	635
B. less than one hour	66	4	10	24	59	10	24	3	7	647	67	8	60	25	8	647	56	11	43	30	16	643
C. one to two hours	23	2	14	6	43	4	29	2	14	645	22	15	46	23	15	646	34	11	45	30	14	644
D. more than two hours	3	0	0	1	50	0	0	1	50	632	3	0	50	0	50	632	3	6	33	32	28	636
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	63	4	10	20	51	12	31	3	8	645	62	8	54	30	8	645	45	14	47	28	11	646
B. They match some of what I have learned.	27	2	12	11	65	2	12	2	12	649	28	12	65	12	12	649	43	8	43	33	17	641
C. They match just a little of what I have learned.	6	0	0	1	25	2	50	1	25	638	7	0	25	50	25	638	9	6	30	33	32	635
D. There is no match.	3	0	0	1	50	0	0	1	50	632	3	0	50	0	50	632	3	5	15	25	54	626
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	34	4	19	13	62	4	19	0	0	655	35	19	62	19	0	655	29	24	51	17	8	651
B. good	50	2	6	18	58	8	26	3	10	644	48	3	62	24	10	644	48	6	45	33	16	641
C. fair	16	0	0	2	20	4	40	4	40	630	17	0	20	40	40	630	19	1	29	42	28	634
D. poor	0										0						3	0	15	41	44	627
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	13	1	13	2	25	2	25	3	38	636	12	0	29	29	43	632	24	5	38	33	24	638
B. about the same as my regular schoolwork	69	2	5	26	62	11	26	3	7	646	69	5	63	24	7	646	62	9	45	31	14	643
C. easier than my regular schoolwork	18	3	27	5	45	3	27	0	0	654	19	27	45	27	0	654	14	26	43	20	12	650
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	48	1	3	17	57	9	30	3	10	644	47	0	61	29	11	643	48	10	41	32	17	642
B. I tried about the same as I do on my regular schoolwork.	45	3	11	14	50	7	25	4	14	645	47	11	50	25	14	645	49	12	45	28	15	644
C. I did not try as hard on this test as I do on my regular schoolwork.	6	2	50	2	50	0	0	0	0	662	7	50	50	0	0	662	3	9	33	27	32	637
How often do you use hands-on materials in mathematics class?																						
A. almost every day	16	1	10	5	50	3	30	1	10	645	17	10	50	30	10	645	17	8	39	30	22	639
B. two or three days a week	63	3	8	21	54	13	33	2	5	646	62	5	57	32	5	645	34	11	44	31	14	643
C. two or three times each month	11	1	14	2	29	0	0	4	57	636	12	14	29	0	57	636	31	12	44	29	15	644
D. never or almost never	10	1	17	5	83	0	0	0	0	655	10	17	83	0	0	655	18	10	42	31	18	642
How often do you use calculators in mathematics class?																						
A. almost every day	18	1	9	8	73	1	9	1	9	649	18	9	73	9	9	649	11	11	37	29	23	641
B. two or three days a week	60	4	11	19	51	12	32	2	5	646	58	9	54	31	6	646	32	11	44	30	15	643
C. two or three times each month	18	1	9	4	36	3	27	3	27	640	18	9	36	27	27	640	32	11	45	30	15	643
D. never or almost never	5	0	0	2	67	0	0	1	33	643	5	0	67	0	33	643	26	9	40	32	19	641
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	10	1	17	2	33	2	33	1	17	642	7	0	50	25	25	638	7	6	29	33	32	635
B. 30–45 minutes	34	3	14	9	43	6	29	3	14	644	35	14	43	29	14	644	37	8	39	34	20	640
C. 45–60 minutes	52	1	3	21	66	8	25	2	6	646	53	3	66	25	6	646	42	13	47	28	12	645
D. more than 60 minutes	5	1	33	1	33	0	0	1	33	652	5	33	33	0	33	652	15	12	46	27	15	644
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											